

2024 SUMMER COMMUNITY IMPACT REPORT QUESTIONS

This report relates to all your library's summer 2024 programs. Please include all programs, outreach events, and activities that happened in the summer, including Lunch at the Library programs, Parks Pass activities, youth development programs, story times, and any other programs.

Please answer the following questions for the library jurisdiction as a whole, considering all activities at all of your library outlets.

Identifying information

1. Name of person submitting data:

2. Job title:

3. Email address:

Section 1: Opportunities and Services Offered

Report all programs and activities that occurred at the library or in the community during the entirety of your 2024 summer program, including Lunch at the Library programs and pop-up services, Parks Pass activities, youth development programs, story times, and outreach programs.

When reporting, please note that programs are planned events that introduce attendees to any of a broad range of library services or which directly provide information to participants. Programs may cover the use of the library, library services, cultural activities, recreational activities, educational information, social emotional learning, or enrichment activities, and are often designed to meet a specific social need.

A live, virtual program session is any planned event that is streamed virtually and can be viewed live as it progresses (i.e., live-streaming). This includes virtual program sessions that are also recorded.

Recordings are any recording of program content that cannot be viewed live as it unfolds (i.e., on-demand streaming). Program presentations reported below should only be those which were posted during your 2024 summer services.

4. This year, what were the primary goals of summer programming at your library?

5. Select all opportunities and services that your library offered or engaged in as part of your summer services.

- Provided in-person programs for early learners ages 0-5 and families at the library.
- Provided in-person programs for children ages 6-11 at the library.
- Provided in-person programs for young adults ages 12-18 at the library.
- Provided in-person programs for adults at the library.
- Provided in-person programs for early learners ages 0-5 and families at community sites or locations outside of the library.
- Provided in-person programs for children ages 6-11 at community sites or locations outside of the library.
- Provided in-person programs for young adults ages 12-18 at community sites or locations outside of the library.
- Provided in-person programs for adults at community sites or locations outside of the library.

- Provided live online/virtual programs for early learners ages 0-5 and families.
- Provided live online/virtual programs for children ages 6-11.
- Provided live online/virtual programs for young adults ages 12-18.
- Provided live online/virtual programs for adults.
- Provided recorded virtual programs for early learners ages 0-5 and families.
- Provided recorded virtual programs for children ages 6-11.
- Provided recorded virtual programs for young adults ages 12-18.
- Provided recorded virtual programs for adults.
- Provided books to build home libraries as part of summer programming at your library.
- Provided books to build home libraries as part of summer programming at a community site.
- Provided young adult ages 12-18 volunteer positions as part of your summer program. ***Volunteers do not receive stipends or other compensation.***
- Provided young adult ages 12-18 intern or summer staff positions as part of your summer program. ***Interns or summer staff receive stipends or other compensation.***
- Other, please tell us:

6. What types of services and supports were offered through these opportunities? Select all that apply.

- Early learning and literacy
- Reading support
- School and academic support
- Enrichment, learning, and exploration
- Food access
- Social services and support
- Nutrition education
- Community celebrations
- Social opportunities and relationship-building
- Mental health and wellbeing
- Workforce readiness skills
- Other, please tell us:

7. Please share a story about an approach, service, or opportunity that successfully engaged the community this year. The ideal length is 90-160 words.

- What was it?
- Where did it happen? Who was engaged and how?
- How did you know the community was engaged, and why do you believe this was a good fit for the community?
- What role did the library play? What role did any community partners play?

8. Share any professional quality, high resolution photos that help support this story or your experience with community partnerships this summer by emailing photos to bebs@cla-net.org. NOTE: Only share photos we have permission to use and be sure to indicate how you would like the photos to be credited. Include a caption about how each photo relates to the story you shared.

Section 2: Summer Program Participation

Please use your library's definition of "participation" in determining your responses. Examples include attendance, attendees, sign-ups, registrants, etc.

9. Number of early learners ages 0-5 who participated this summer.
10. Number of children ages 6-11 who participated this summer.
11. Number of young adults ages 12-18 who participated this summer.
12. Number of adults who participated this summer.
13. Number of live programs offered at the library as part of your summer services. Include a total number for all age groups.
14. Number of live programs offered at community sites as part of your summer services. Include a total number for all age groups.
15. Number of community sites visited as part of your summer services.
16. Number of books provided to build home libraries at the library this summer.
17. Number of books provided to build home libraries at community sites this summer.
18. Number of young adults ages 12-18 who participated as volunteers this summer. *Volunteers do not receive stipends or other compensation.*
19. Number of hours volunteered by young adults ages 12-18 this summer.
20. Number of young adults ages 12-18 who participated as interns/summer staff this summer. *Interns or summer staff receive stipends or other compensation.*
21. Number of hours worked by young adults ages 12-18 as interns/summer staff this summer.

Section 3: Partnerships in Design and Service

22. Did the library engage in any of the following community partnerships this summer? (Select all that apply.) Did you:

- Ask partners to raise awareness about your programs or services
- Raise awareness about a partner's programs or services
- Request a partner to offer programs at the library
- Offer programs at a partner's community site(s)
- Provide books to build home libraries or other library resources at a partner's community site(s)
- Receive donated supplies or food to be used for library programming
- Receive donated food to be distributed to food insecure families at your library
- This summer we did not engage in this type of partnership
- Other, please tell us:

23. What types of organizations were engaged in these partnerships? (Select all that apply)

- Local businesses

- Schools
- Community based organizations
- Local youth and family serving organizations
- Civic organizations
- Parks and recreation departments
- Religious organizations
- Government agencies
- Other library institutions
- This summer we did not engage in this type of partnership
- Other, please tell us:

24. How did you decide where (e.g. at which community sites) to offer summer programs and services?

25. Did the library collaborate on and/or co-design summer services with communities, groups, or organizations in any of the following ways? (Select all that apply)

- Planning programs with partners and/or community members
- Designing programs with partners and/or community members
- Building relationships with partners
- Building relationships with community members
- Soliciting community feedback on summer services
- Learning about shared community goals
- Aligning library goals with stated community goals
- Sharing and analyzing data and feedback with partners
- Sharing and analyzing data and feedback with community members
- This summer we did not engage in this type of partnership
- Other, please tell us:

26. What types of organizations, partners, or community groups collaborated on and/or co-designed summer services with the library?

- Local businesses
- Schools
- Community based organizations
- Local youth and family serving organizations
- Civic organizations
- Parks and recreation departments
- Religious organizations
- Government agencies
- Other library institutions
- This summer we did not engage in this type of partnership
- Other, please tell us:

27. Tell us about a partnership experience that was particularly impactful this year. The ideal length is 90-160 words.

- Who was it with? How did it come about and how were relationships built?

- Why do you think it had an impact and how did you see this impact? What were the shared values or intentions around the partnership? What needed to be negotiated and how was power shared?
- How did this lead to new learning or opportunities with the community?

Section 4: Equity Principles and Indicators Self-Assessment

The statements below are based on California’s Building Equity-Based Summers (BEBS) Equity Principles and Indicators.

Please provide a candid self-assessment of your program so that we may identify areas of strength among California’s programs and areas where more training and assistance might be needed. Your responses will help us improve the support that the California Library Association and the California State Library provide to public library summer programs. We also encourage libraries to use the indicators for self-directed reflective practice around summer programming.

Visit the California State Library’s Building Equity-Based Summers website for more information <https://www.library.ca.gov/services/to-libraries/bebs/>

Please note the following definitions when inputting your responses.

Equity: The fair treatment, access, and opportunity for advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources.” (Worcester State University, n.d.)

Marginalized Experiences: Experiences of those who often bear the impacts of social, economic, educational, and/or political exclusion. Often these are a result of a combination of intersecting factors such as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical or mental disability, and religion. These experiences are characterized by a lack of power and privilege, discrimination, and limited access to resources and opportunities. Those experiencing marginalization often face systemic barriers that impede full participation in society and can lead to disparities in health, education, employment, and overall quality of life. (Building Equity-Based Summers Program Team)

Iteration: Iteration fosters the development of improved practices through ongoing reflection and refinement. It involves a cyclical approach of reflecting, assessing, and refining in small or big ways, allowing for continuous learning, adaptability, and responsiveness to evolving strengths and challenges in the local community. (Building Equity-Based Summers Program Team)

28. Library staff at all levels and in all departments are part of equity-focused conversations.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

29. Library staff at all levels and in all departments take advantage of professional development to learn about what is necessary to build equitable summer services.

- Strongly disagree
- Disagree

- Neither agree nor disagree
- Agree
- Strongly agree

30. Job descriptions and staffing models ensure that staff are able to spend time outside of the library, building relationships with those experiencing marginalization.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

31. Library staff build trusted relationships with community members experiencing marginalization (i.e. staff design initiatives with community organizations, hire community members to share expertise, etc.)

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

32. Summer planning, design, and decision-making processes prioritize and put into practice input from community members experiencing marginalization.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

33. While planning, implementing, and evaluating summer services, library staff reflect on the ways in which services are and are not equitable (i.e., asking questions such as: who was served, who was left out and why, and how activities did or did not engage communities experiencing marginalization.)

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

34. Library staff iterate summer services on an ongoing basis to identify and remove barriers to participation for those experiencing marginalization.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

35. Provide an example of an equity goal you have reached this summer or describe any lessons learned.

36. What are the challenges your library faces when prioritizing equity in summer services? What more are you considering? What support is needed?

Section 5: Project Resources

37. Which summer reading theme/provider did you use?

- iREAD/CLA: Read, Renew, Repeat
- CSLP: Adventure Begins at Your Library
- In-house theme
- Did not use a theme
- Other, please tell us:

38. Did your library use an online reading platform to manage your summer program this year?

Yes

No

39. If yes, which online tool did you use?

- Beanstack
- BookPoints
- READsquared
- Wandoo Reader
- Other, please tell us:

40. Did you use the LSTA-funded iREAD "Read, Renew, Repeat" resource guide?

Yes

No

If you used the LSTA-funded iREAD Resource Guide, please rate your responses to the following statements from 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree. If you did not use the Resource Guide, please mark "N/A."

41. I am satisfied that the resource is meeting library needs.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- N/A

42. Applying the resource will help improve library services to the public.

- Strongly disagree
- Disagree

- Neither agree nor disagree
- Agree
- Strongly agree
- N/A

43. Is there anything else you would like to tell us about the iREAD resource guide?

44. Is your library aware of the Building Equity-Based Summers (BEBS) opportunities through the California State Library and the California Library Association?

Yes

No

45. Has your library participated in Building Equity-Based Summers (BEBS) learning sessions?

Yes

No

46. Did your library use the Building Equity-Based Summers (BEBS) workbook and quality principles and indicators in your summer planning?

Yes

No

47. Is there anything else you would like to tell us?

Building Equity-Based Summers is a program of the California Library Association, supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.